



## Dennis Middle

321 Roland Street  
Columbia, SC 29010

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	362 Students	
<b>Principal</b>	Kwamine Simpson	803-484-4087
<b>Superintendent</b>	Cleo Richardson	803-484-5327
<b>Board Chair</b>	Sanya Moses	803-428-5603

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>At-Risk</b>	<b>At-Risk</b>
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	N/A	N/A
2005	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

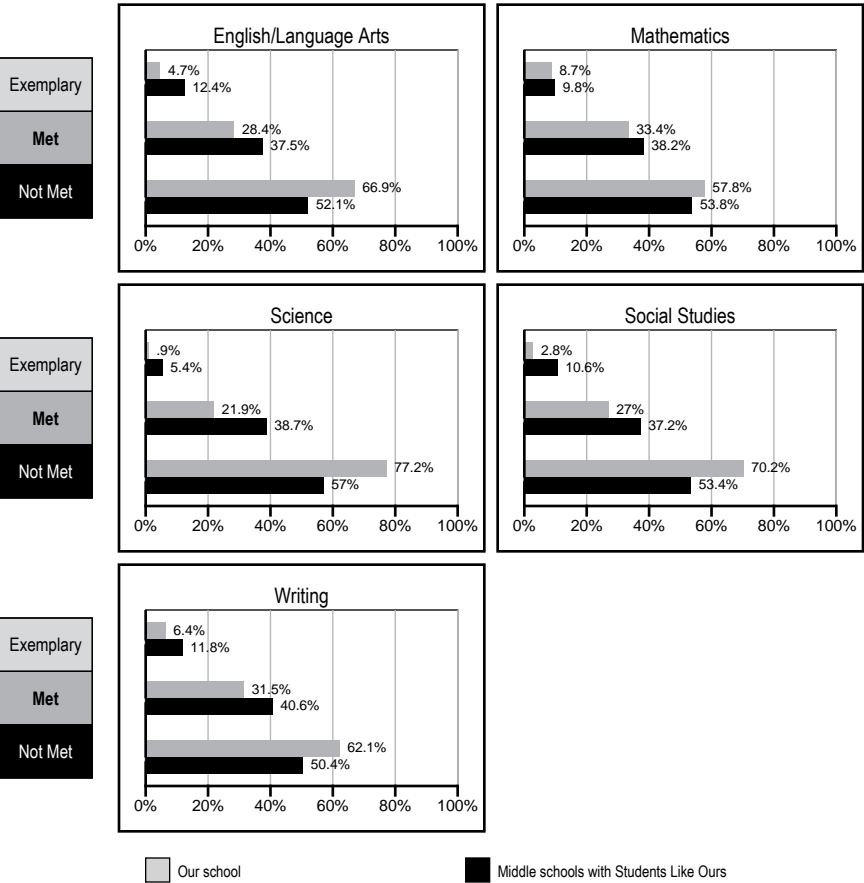
99.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	33	23

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	85.6%
English 1	89.5%	82.4%
Physical Science	N/A	28.1%
US History and the Constitution	N/A	N/A
All Subjects	95.1%	84.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=362)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	41.1%	Up from 40.6%	16.4%	21.6%
Retention rate	3.7%	Down from 5.3%	2.3%	1.2%
Attendance rate	95.3%	Up from 95.0%	95.6%	95.9%
Eligible for gifted and talented	1.4%	Up from 0.0%	4.1%	14.8%
With disabilities other than speech	15.4%	Up from 13.9%	14.1%	12.6%
Older than usual for grade	11.0%	Down from 11.4%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 1.2%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=22)</b>				
Teachers with advanced degrees	54.5%	Down from 63.6%	54.3%	56.9%
Continuing contract teachers	54.5%	Up from 27.3%	61.1%	72.7%
Teachers with emergency or provisional certificates	33.3%	Down from 35.3%	15.4%	5.3%
Teachers returning from previous year	N/A	N/A	76.0%	82.9%
Teacher attendance rate	95.6%	Down from 95.7%	94.9%	95.2%
Average teacher salary*	\$44,057	Up 1.8%	\$44,507	\$46,599
Professional development days/teacher	7.4 days	Up from 3.1 days	11.1 days	10.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 21.9 to 1	16.4 to 1	20.1 to 1
Prime instructional time	90.3%	Up from 90.2%	89.3%	89.9%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.4%	Down from 88.5%	95.9%	97.8%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$5,220	Up 18.5%	\$10,240	\$7,645
Percent of expenditures for instruction**	75.2%	Up from 69.9%	59.9%	63.4%
Percent of expenditures for teacher salaries**	68.9%	Up from 64.8%	54.1%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Dennis Middle School served 327 students in grades 6-8 in Lee County School during the 2008-2009 school year. The mission of Dennis Middle School is to provide all students with an environment that is challenging, motivating, and nurturing in order to prepare them for success in a rapidly changing technological society. The instructional focus for this school year was differentiated instruction. All teachers were provided with professional development on using a variety of instructional strategies to improve student achievement. The professional development in science enhanced teachers' use of the science kits and culminated in a science fair. Additionally, teachers were provided with professional development on reading and math strategies to reach all students.

Students participated in a monthly Writing Across the Curriculum initiative. Students were given a writing prompt and utilized the writing process throughout the day to publish a final draft. Students also used Accelerated Math software programs for enrichment/remediation in ELA and math on a weekly basis. Select students were taught reading using the READ 180 curriculum. Students were also provided with enrichment/remediation through the after school program and a two week extended year summer program. Dennis Middle School had a successful Making Middle Grades Work Technical Assistance Visit. Teachers monitored student progress using a variety of assessments. Student mastery of the South Carolina Academic Standards was monitored quarterly using the Flanagan's Test for Higher Standards. Students' areas of academic strength and weakness were determined by using Measures of Academic Progress (MAP) tests. Teachers met with parents and students to discuss the results and set individual students goals. In an effort to increase school/home/community support, Dennis Middle partnered with Coca-Cola Bottling Co. Consolidated to provide academic and character education incentives to students. Additionally, a monthly calendar was sent home to home parents as well as a detailed progress report that was generated from the Integrate Pro software program. However school/home communication continues to be an area of challenge for Dennis Middle School.

Kwamine Simpson, Principal  
Everette Jenkins, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	85	57
Percent satisfied with learning environment	73.3%	45.9%	62.5%
Percent satisfied with social and physical environment	73.3%	51.2%	52.8%
Percent satisfied with school-home relations	26.7%	70.2%	64.3%

\* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.7%
Classes in high poverty schools not taught by highly qualified teachers	8.9%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.0%	0.0%	No
Student attendance rate	95.3%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	343	100	67	28.4	4.6	48.1	57.5	82.8	No	Yes
<b>Gender</b>										
Male	168	100	68.8	26.1	5.1	44.6	51.1	79.3	N/A	N/A
Female	175	100	65.3	30.5	4.2	51.5	63.3	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	17	100	66.7	16.7	16.7	41.7	73	89.5	I/S	I/S
African American	320	100	66.9	29.2	3.9	48.4	56.7	73.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	65	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	60	100	89.3	5.4	5.4	17.9	30.6	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	308	100	69.8	27.1	3.1	46	55.4	75.5	No	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	343	100	60.5	33.6	5.9	53.4	50	78.9	No	Yes
<b>Gender</b>										
Male	168	100	62.4	29.9	7.6	52.2	48.7	77	N/A	N/A
Female	175	100	58.7	37.1	4.2	54.5	51.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	17	100	N/AV	N/AV	N/AV	66.7	64.9	87.2	I/S	I/S
African American	320	100	60.4	33.8	5.8	52.6	48.9	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	75	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	60	100	N/AV	N/AV	N/AV	19.6	20.6	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	83.3	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	308	100	62.5	32.6	4.8	50.5	48.4	70.2	No	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	231	100	77	21.7	1.4	23	28.7	67.5
<b>Gender</b>								
Male	116	100	80.6	16.7	2.8	19.4	28.1	67
Female	115	100	N/AV	N/AV	N/AV	26.6	29.2	68
<b>Racial/Ethnic Group</b>								
White	12	100	I/S	I/S	I/S	I/S	52.4	79.5
African American	214	100	77	22.1	1	23	27.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	41.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	39	100	94.3	2.9	2.9	5.7	8.7	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	43.8	59.6
<b>Socio-Economic Status</b>								
Subsided meals	203	100	80.1	18.3	1.6	19.9	26.6	55.1

**Social Studies**

All Students	225	100	69.3	28	2.8	30.7	38.3	72.3
<b>Gender</b>								
Male	112	100	68.2	29	2.8	31.8	32.5	71.5
Female	113	100	70.3	27	2.7	29.7	43.8	73.2
<b>Racial/Ethnic Group</b>								
White	13	100	I/S	I/S	I/S	I/S	50	80.7
African American	210	100	69.9	27.2	2.9	30.1	37.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	42	100	N/AV	N/AV	N/AV	14.6	15.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.5	67.9
<b>Socio-Economic Status</b>								
Subsided meals	208	100	70.6	26.9	2.5	29.4	36.7	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	350	99.1	62.1	31.5	6.4	37.9	40.6	70.2	95.3	95.5
Gender										
Male	172	98.3	69.8	27	3.1	30.2	34.5	63.2	93.7	94.8
Female	178	100	55	35.7	9.4	45	46.2	77.5	96.7	96.2
Racial/Ethnic Group										
White	18	88.9	58.3	33.3	8.3	41.7	54.3	79.1	91.5	94.1
African American	326	99.7	62.1	31.5	6.4	37.9	40.3	57.6	95.4	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	N/A	97.2
Hispanic	6	I/S	I/S	I/S	I/S	I/S	35	62.6	96.1	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	90.8
Disability Status										
Disabled	63	95.2	N/AV	N/AV	N/AV	5.3	6.8	26.1	91.9	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	42.1	61.2	96.2	95.9
Socio-Economic Status										
Subsidized meals	315	99.4	65	30.6	4.4	35	38.8	58.9	95.2	95.4

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	114	100	64.1	31.1	4.9	35.9
	7	114	100	80	15.5	4.5	20
	8	115	100	56.8	38.7	4.5	43.2
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	114	100	64.1	28.2	7.8	35.9
	7	114	100	60.9	32.7	6.4	39.1
	8	115	100	56.8	39.6	3.6	43.2
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	56	100	N/AV	N/AV	N/AV	20.4
	7	113	100	78	21.1	0.9	22
	8	62	100	72.9	23.7	3.4	27.1
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	58	100	56.4	40	3.6	43.6
	7	114	100	81.8	15.5	2.7	18.2
	8	53	100	56.6	41.5	1.9	43.4
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	117	100	62	35.2	2.8	38
	7	115	97.4	70.6	25.7	3.7	29.4
	8	118	100	54	33.6	12.4	46

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